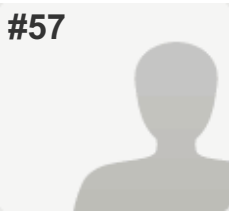


#57

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, June 24, 2016 2:14:36 PM**Last Modified:** Friday, June 24, 2016 2:54:56 PM**Time Spent:** 00:40:20**IP Address:** 167.142.154.27

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Q1: Name of School District:	Greene County Schools
Q2: Name of Superintendent	Tim Christensen
Q3: Person Completing this Report	Karen Sandberg

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Q4: 1a. Local TLC Goal

Improve and expand on the current mentoring program

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We added a "boot camp" to our mentoring program for mentors to learn more about the research behind supporting new teachers. We also provided them with some tools to use in their work that would support emotional support, physical support and institutional support as defined by Tina Boogren in her resource, "Supporting Beginning Teachers" from the Marzano Research Laboratory. We put the focus on the regular and ongoing meetings between teacher and mentor, and we supported both through our instructional coaches. In mid-year and year-end surveys 100% of our new teachers and mentors were pleased with our mentoring program and reflected that it was meeting their needs. At this point in time, only one of our new teachers has left the district and that was due to her getting married and not due to dissatisfaction with our district or our program.

Q7: 2a. Local TLC Goal

Promote a school culture of collaboration

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We have continued our work with implementing the PLC process and have collaboratively now developed an implementation rubric utilizing DuFour's work and the NSDC's (now Learning Forward) tool around fully functioning teams. We have plans in place to have ALL TEACHERS AND ADMINISTRATORS attend the PLC Institute in Des Moines in October this fall. After attending that as a system, we will put our tool to use to get a measurement of PLC implementation utilizing this tool at 3 times during the year.

https://docs.google.com/document/d/1EdkOi1enIF46ZpC_TkTkyMcNG3in8KMcUPUe9nIkqY/edit?usp=sharing

Q10: 3a. Local TLC Goal

Reward professional growth by providing opportunities for increased leadership and monetary compensation.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We have maintained the number of teacher leaders within our system. As some positions were vacated for retirement or personal reasons, applications were accepted. More applications were received than positions available indicating a strong desire to participate in teacher leadership.

Q13: 4a. Local TLC Goal

Increase student achievement gains.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

With only 2 years of teacher leadership in place, this is still a work in progress. I am linking a table below that shows where proficiencies are by grade level. Boxes shaded in purple show in improvement from last year's numbers.

<https://docs.google.com/spreadsheets/d/1KUhtGtLtZmSnbEVFb1j589TVq3WH1zxPzTWwQRCz2gw/edit?usp=sharing>

We have continued work to do in this area and will continue to work with instructional coaches, administrators and classroom teachers to achieve this goal.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Provide teaches with ongoing and relevant professional development opportunities.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Based on survey data this year and feedback provided to coaches, 92% of staff members believe that the professional development opportunities in our system have improved. Through collaborative conversations teachers in every building have commented that they feel like PD is more targeted and better meets their individual needs because PD is now job-embedded through the PLC process and differentiated by building and by team.

Q19: 6a. Local TLC Goal

Integrate and align current district initiatives for teacher leadership roles.

Q20: 6b. To what extent has this goal been met?

(no label)

Fully Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We created a graphic to link our district work to teacher leadership and utilize the graphic in conversations and implementation of initiatives.

<https://docs.google.com/drawings/d/1qqCT0xGnKZb8R8sMxibemfIKoyLkS2rfl38dVAzvgJk/edit?usp=sharing>

Through feedback from our teacher leaders, we revised the graphic to include the arrows and provided some definitions at the bottom for clearer understanding of the work being done.

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

After utilizing a program evaluation protocol this year and taking those recommendations to the District Leadership Team, we recently submitted a formal request for a plan change and it was approved. We have changed our roles to eliminate the Curriculum Leader position which was not utilized well and have added to the number of model teachers our staff now have to see for observations during their work on their continuous growth plans through the Iowa Professional Development Model.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Observations in our system show that the TLC implementation has been very successful. We have had a significant change in our collaborative culture and are looking forward to further improvement with all staff attending the PLC Institute this fall in Des Moines. We also, for the first time since they were implemented, have actual living documents for our teachers' Individual Continuous Growth Plans (formerly known as Individual Professional Development Plans) that teachers value, put into action, and reflect upon on an ongoing basis while working with their instructional coach.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.